

Monterey County Office of Education Leadership Summit



Leading Equity at 30,000 Feet *State Wide Accountability Shift*

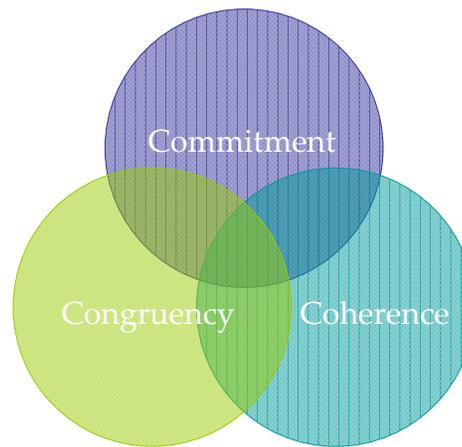
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EDEquity Inc.



“Equity Focused” Local Control Accountability Plan (LCAP) Implementation Rubric





Overview of the internal Implementation Plan: The rubric will be used to determine the degree to which the Local Control Accountability Plan (LCAP) is clear and coherent. The Plan includes an “Equity Focused” component to ensure the LCAP is the driver of closing the opportunity gap.

Implementation Components and Rubrics

Component #1 Local Control Accountability Plan is clear and focus				
(5)	(4)	(3)	(2)	(1)
The Plan is well organized and easy to follow. It is clear and understandable. The details in the plan are specific enough so that the responsible parties can carry out the next steps.	The Plan is organized and easy to follow. It is mostly clear, although a few areas are vague. Most details in the plan are specific enough so that the responsible parties can carry out the next steps.	The Plan is organized but a few key areas are missing or not clear. Some details in the follow. The details in the plan are specific enough so that the responsible principal can carry out the next step.	The Plan is loosely organized and often hard to follow. The details in the plan provide sketchy information about the next steps.	The Plan is poorly organized and difficult to follow. Minimal information about next steps is provided; the reader has little idea of what needs to be done next.
Component #2 Local Control Accountability Plan is “Equity focused” and aligned with the data -driven priority areas				
(5)	(4)	(3)	(2)	(1)
The LCAP plan uses multiple sources of disaggregated data to identify priority areas. A root cause analysis protocol is implemented to examine if systemic and/or non-systemic barriers need to be addressed. The cycle of improvement is conducted 4 times a year to modify and adjust improvement process. The process and plan is shared with all stakeholders.	The LCAP plan uses disaggregated data to determine LCAP priorities by sub-groups. There is some system of continuous improvement to monitor the improvement area and the improvement areas are communicated once or twice a year to other departments.	The LCAP Plan uses aggregated data to address LCAP priorities as equal importance and develop action goal areas. Implementing this plan will address some of the important improvement areas and needs. Some action steps connect to the priorities but others do not. Action steps are loosely connected to each other.	The LCAP Plan uses little data to identify LCAP priorities. The LCAP has similar actions from last year to goal area. Implementing this plan will not significantly impact the priority. A few action steps connect to the goal but they are not interconnected.	The LCAP Plan does not explain the rationale for impacting the goal area. Implementing this plan will not address the goal area of the identified needs. Action steps in the plan are disjointed.



				
Component #3: Local Control Accountability Plan is realistic and should improve student performance				
(5)	(4)	(3)	(2)	(1)
<p>The action steps are challenging, but implementing them is possible with commitment and “tight” continuous improvement cycle is evident. The Plan is directly linked to improved teacher practices and increased student achievement of all students and acceleration for struggling students.</p>	<p>A few solid action steps in the Plan have been identified while others are a little simplistic. Continuous improvement cycle is stated. The Plan’s action may have some links to student achievement.</p>	<p>Some of the action steps may be too difficult to implement. Some parts of the plan seem to be too complicated or too simplistic. The Plan’s actions are cumbersome to link to student achievement.</p>	<p>Many of the actions steps seem too difficult to implement. Many parts of the plan seem to be too complicated or too simplistic. The Plan’s actions are not linked to student achievement.</p>	<p>Action steps are too simplistic. The plan does not provide a realistic timeline. Action steps will not lead to improved achievement.</p>
Component #4: Local Control Accountability Plan incorporates high quality professional development				
(5)	(4)	(3)	(2)	(1)
<p>Professional development builds upon and extends prior staff development activities. The purpose for professional development is clearly explained. Teachers are provided multiple exposures to new learning over time. Professional development includes time for collegial learning and experimentation with new practices.</p>	<p>Most of the professional development builds upon and extends prior staff development activities; a few parts seem disconnected. The purpose for professional development is mostly clear. Teachers are provided multiple exposures to new learning over time. Some time is allotted for collegial learning.</p>	<p>Some of the professional development builds upon prior development activities; some of the parts are connected. The purpose for professional development is somewhat clear. Teachers are provided some exposure to new learning over time. Minimal time is allotted for collegial learning.</p>	<p>Some of the professional development builds upon and extends prior development activities; other parts seem disconnected. The purpose for professional development is vague. The plan raises concern about follow-up for new learning. Insufficient time is allotted for collegial learning.</p>	<p>Professional development is disjointed; it does not build upon prior development activities. No purpose for professional development is given. New learning consists primarily of one-shot workshops. No time for collegial learning is provided.</p>





Edequity, Inc. Equity Theory of Action

If we aggressively seek solution-based practices that identify and remove institutional and instructional practices which perpetuate inequities in student outcomes in all students; through critically examining policies, practices, perceptions and performance through disaggregated multiple data sources, *then* there will be clear evidence of effective equity-driven practices that will increase leadership and teacher efficacy, which will increase student outcomes, by accelerating under-served students and “pushing” all students to academic excellence.

Educational Equity is the belief that quality instruction for all students will be achieved when the results of deliberate actions to close the racial, income, linguistic, teaching, and learning achievement gap becomes the driving force of the organization; by having unlimited expectations for both the top performing and under-served student groups.

Equitable Practices are systemic practices that deliberately identify and eradicate policies, pedagogies and perceptions that contribute to the mediocre performance of administrators and teachers, which impacts student outcomes.

*Equity means...*Improving the quality of instruction by applying additional or different resources (human, fiscal & intellectual) to ensure all students receive what they need to exceed content and performance standards.



Essential District Reflection of “Equity-Focused” LCAP

The following are the essential questions for initiating, sustaining and deepening “Equity-Focused” District LCAPs.

- How have we defined our District’s Equity Initiative in our current LCAP with our directors and coordinators?
- What systems or processes do we have at the District level to support directors and coordinators in initiating Equity in our district LCAP?
- At what level in the organization does the Equity work lose its coherence in the LCAP? Why?
- What do we need to champion the implementation of Equity in our LCAP?
- How are we ensuring that every staff member understands the District’s Equity Initiative?
- How have we purposefully embedded Equity as a congruent part of our District’s Local Control Accountability Plan?
- What are the quality indicators for deep implementation of our District’s Equity Initiative?
- To what extent do our instructional department leaders and coordinators discuss the impact of Race, Culture, Language and Socio-Economics in their decision-making when crafting or modifying the district/school LCAP?
- As we identify next year’s priorities, how will the budget impact the District’s Equity Initiative?





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